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ABSTRACT

A Project designed, demonstrated, and disseminated a Study Organizer Center (SOC) for United Auto Workers (UAW) employees. This SOC was to provide information and services to help the workers better understand their tuition refund program, formulate personal occupational objectives, and pursue their interest through existing educational opportunities in their communities. Seven major activities were carried out: establishment of a national advisory panel, selection of an SOC site, determination of employees' information needs, selection and training of study organizers, selection and preparation of resource materials, establishment of the SOC, and dissemination. In a three-month period two study organizers advised 148 blue collar and clerical workers; at the same time, 3,800 UAW members were reached by mail and through plant communications systems. (An evaluation report of the project is provided as an appendix. It presents analysis of the results of a six-question survey administered by telephone to forty-six employees of Mack Trucks, Incorporated, in Hagerstown, Maryland, to assess level of familiarity with worker eligibility rules as outlined by the Tuition Refund Program.) (YLB)

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ED198248

Final Report

Career Services for Adults:

Worker Access to Educational Opportunities

Future Directions for
a Learning Society
The College Board
888 Seventh Avenue
New York, New York 10019

CE 026 606

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CAREER EDUCATION PROGRAM - PROJECT PERFORMANCE REPORT

Project Number	Grant Number	Final Report
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Project Title

Career Services for Adults: Worker Access to Educational Opportunities

Period Covered By This Project

October 1, 1978 to September 30, 1979

Category of Project

Training

Project Director	Project Manager
Rexford G. Moon, Jr.	Harvey B. Schmelter

Address

The College Board
888 Seventh Avenue
New York, New York 10019

Project Abstract

The project will design, demonstrate, and disseminate a Study Organizer Center (SOC) to provide information and services to help UAW employees better understand their tuition refund program, formulate personal occupational objectives, and pursue their interest through existing educational opportunities in their communities.

Objectives and Learner Outcomes

Objectives and learner outcomes of the workers who use the center:

1. Twenty percent of the workers will demonstrate familiarity with their company's tuition refund program as evidenced by their ability to:
   a. Describe eligibility rules (what employees are eligible, procedures for course approval, voluntary nature of participation, payment procedures, etc.)
   b. Recognize accredited institutions as a requirement.
   c. List types of courses that are acceptable.
   d. Describe the amount of financial support available to individuals.
2. Eighty percent of the workers who meet with a study organizer at least once will be able to list two reasons why they will either use or not use their tuition refund benefits.
3. Fifteen percent of the workers who meet with a study organizer will indicate that they intend to participate in the tuition refund program immediately or within the next year.

Major activities included convening an advisory panel of resource people with experience in developing information programs and services for adult workers, identifying a project site to set up the study organizer centers, determining the information needs of employees, selecting and training study organizers, selecting and preparing resource materials for the study organizer center, preparing a publication, a study organizer training manual.

Participants in this project included the staff of the College Board, UAW International, Hagerstown Junior College, and UAW Locals 171 and 1247 membership. The staff provided technical assistance and support. The membership of the two locals were being assisted to help them use their tuition refund benefit and take advantage of the educational opportunities in the area.

The objectives and learner outcomes of the project had to be changed because of the problems encountered in the project. A major problem was management's unwillingness to participate in the project. The time needed to develop a site took up a major portion of the time in this project. The number of sites and study organizers trained had to be reduced as a result.

Project Activities

Seven major activities were carried out in meeting the objectives of this project:

1. Establishment of a national advisory panel (see attached advisory committee list)

   The purpose of this was to seek the involvement of other individuals who represent a wide array of backgrounds and interests in both the development of information services for adults, and labor education programs and industry education programs. The committee met once. They reviewed the project goals and objectives and made suggestions on how to overcome the problems encountered with starting the project. The committee agreed that a barrier to worker participation in education was their lack of information and their unawareness of educational opportunities. They suggested to be careful to identify union leaders who not only were sympathetic but committed to helping increase worker access to education. The center should be housed in a location attractive to union members, they recommended. If a union hall were to be used, it should be near the work site as well as having adequate space for the center. They suggested that a local community advisory board be established to help ensure support and continuity of the program.

   The panel gave their insights as to why management might not want to participate in this project--concern over changing existing contractual agreements, forthcoming UAW

negotiations, keeping the costs of the tuition refund benefit low. The committee saw the College Board as an organization who could play a neutral role in implementing this project and who could influence other postsecondary institutions to develop similar projects. The members encouraged the project staff to continue their activities realizing the project goals and objectives would have to be altered in dealing with the realities of worker, union, company and educational interests.

2. Selection of a study organizer site

College Board staff and representatives of the UAW International's education department met to identify the study organizer center site. The UAW, through its contacts, established meetings with management officials and College Board staff to determine their willingness to participate. A decision was made to focus on one plant of Mack Trucks, Incorporated in Hagerstown, Maryland because of the following:

a. Local and regional union officials were willing to support the project.
b. The company had good working relations with the UAW.
c. Management officials at the corporate level had expressed concern about low worker participation in tuition refund programs.
d. Local educational providers were interested in assisting in carrying out program goals.

3. Determination of the Information Needs of Employees

The project staff reviewed existing information drawn from the College Board's national survey of adult career counseling needs, UAW internal studies, and NMI studies to help formulate the questions to be used in surveying the 3,800 members of Mack Trucks shop local 171 and clerical local 1247.

A local community planning committee was established with the assistance and leadership of Hagerstown Junior College staff. The committee included members from education, unions, and community organizations. The committee members suggested what should be asked for in determining how the survey should be conducted to determine the information needs of workers. While management was invited to these meetings, they did not attend. Management continually stayed away from any active involvement in the project. However, they did provide information when requested and did not try to prohibit communication about the project at the plant site.

A very important activity in developing the survey instrument were the meetings with 70 percent of the stewards, committeemen, and officers of locals 171 and 1247. They helped formulate and review the questions to be used in the survey.

The questionnaire was mailed to a random sampling of 55 workers to obtain their input. After this procedure, the survey instrument was mailed to the 3,800 members of UAW locals 171 and 1247 (survey data, methodology and analysis of the data are included in the section "A Study of the Tuition Refund Plan").

4. Selection and Training of Study Organizers

Two workers were selected as study organizers. The workers were officers in the union locals and were familiar with ways to reach workers. The study organizers agreed to participate in a training program and to be available a total of eight hours per week to workers. The training took place at Hagerstown Junior College. However, after the center was opened, weekly technical assistance was provided by College Board and Hagerstown Junior College staff. The training manual in the appendix was developed based on this experience and the input from others involved in worker education and/or peer counseling programs.

5. Selection and Preparation of Resource Materials

Materials were selected and ordered to be included in the study organizer center. Some materials were prepared for the center. Materials included tuition refund applications, company tuition refund brochures, two- and four-year catalogs, admissions and registration materials, and related career information materials. A recommended selection of materials is listed in the study organizer training manual.

6. Establishment of the Study Organizer Center

It was decided that the local 171 union hall would be the site of the study organizer center. Even though workers listed the plant site as their first choice for a location, this was not possible. Management would not agree to permit such a center at the plant because they felt it could disrupt the normal business activities. The union hall was also identified as another possible location by the workers. The hall met most of the requirements needed for the center. There was office space available for the study organizers, meeting space was there for large groups and the secretaries in the office could keep appointments and take messages when the study organizers weren't there.

Posters were placed on all union bulletin boards in the plant. Brochures and response cards were also mailed to the workers when the questionnaire was sent out. Stewards and committeemen were informed of the program at their meetings and workers were told of it at their local union meetings.

Several methods were used to identify workers who wanted assistance. More than 125 response cards were mailed back to the union hall with requests for assistance. The study organizers contacted these workers by phone and set up appointments to see them at the center. Posters on the plant bulletin boards included appointment and drop in times at the study organizer center as well as the telephone number at UAW local 171 so that they could make an appointment. (Appendix B)

The secretaries in the union hall took messages for the study organizers.

An intake/action form was completed for each person seen. This included information about educational and career objectives, action taken and follow up activities. These forms were also used to question the workers by the external evaluator to determine if we were meeting the revised project learner outcomes.

7. Dissemination

There have been several ways in which the process and products have been disseminated. A profile of the project appeared in the PEP newsletter and the College Board News. The latter has a circulation of 85,000 and is distributed to secondary school guidance directors and superintendents; administrators of senior, junior and community colleges; and 20,000 individuals and agencies in the field of education. The main dissemination activity will be the dissemination of the study organizer training manual, Linking the Worker to Postsecondary Education to 2,500 College Board members and UAW union leaders. In addition, others will be invited to obtain copies of the manual so they might implement similar programs.

Problems

Several problems developed in trying to carry out the objectives of this project. One of the major ones was the reluctance of management to become involved. The UAW International Education Department met with the management of several companies to gain their commitment. The response from management was concern about establishing precedents that would impact the forthcoming UAW contract negotiations. Other concerns were that worker release time would cost the company more money and that a study organizer center located in the plant might interfere with the business-like operations that they would like to maintain.

The College Board project staff then tried to identify plant sites and met with management corporate level personnel responsible for employee relations. These meetings were set up following preliminary contact by the UAW International. Again, no company found it advisable to participate actively. Their response was that they were doing all they could at the time; they did not think the union leadership would support this program and that they would not do anything that did not fit into what was allowed in the existing negotiated contract.

While the UAW International supported this project, it was also important to identify support from union leaders at the local and regional levels. Regional and local elected union officials have a significant amount of automony from the International Union. They had their own priorities and increasing the use of tuition refund benefits was not a high priority for some.

It became apparent that the project would only work in a location where there was local and regional union support.

After this initial experience, the College Board and UAW staffs met to discuss new approaches and revise the project objectives based on one geographic region where the union leadership was supportive and with a company (Mack Trucks, Incorporated) whose management was perceived to have some concern regarding the low worker utilization in tuition refund programs.

The objectives for the project were then revised and submitted with the six month report of the United States Office of Education, Office of Career Education. It should be noted that the College Board staff contacted the National Manpower Institute and the Quality of Work Life Institute to find out what problems they were having with projects that related to this one. In both cases, those projects had difficulty in identifying sites where there would be cooperation with all parties concerned. One of the conclusions of these discussions was that projects of this nature must be longer in duration if they were to be carried out successfully.

Project Participants

There were two study organizers who advised 118 blue collar and clerical workers from the UAW locals 171 and 1247 in a three-month period. However, 3,800 UAW members in these locals were reached by mail and through plant communications systems. It should be noted that most of the project time was taken into identifying and setting up a study organizer center site and selecting and training the study organizers.

Evaluation

The College Board commissioned Policy Studies in Education, a division of the Academy for Educational Development to be responsible for both the formative and summative evaluation of the project.

As formative evaluator, PSE staff provided advice on how the project objectives might be changed, developing and analyzing a needs assessment survey to determine what educational and career assistance workers wanted and to survey the workers who meet with a study organizer to determine if the revised objectives were being met. The evaluator's assistance was most helpful in completing the project objectives.

The evaluator's reports, the analysis of the needs assessment survey and the summative evaluation of the advisory program are included in this final report.

Appendix A

Evaluation

An Evaluation Section

of

The Tuition Refund Plan
Advisory Program

at

MACK TRUCKS, INCORPORATED
Hagerstown, Maryland

prepared for

The U.S. Office of Education
Office of Career Education

and

Future Directions for a Learning Society
THE COLLEGE ENTRANCE EXAMINATION BOARD

Submitted
by

Faye Starr

ACADEMY FOR EDUCATIONAL DEVELOPMENT
New York, New York

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INTRODUCTION

The findings reported here are the result of a series of telephone interviews that took place in the Fall of 1979. These interviews were designed to assess the level of familiarity of workers employed by Mack Trucks, Incorporated of worker eligibility rules as outlined by the Tuition Refund Plan (a union-negotiated benefit). Questions concerning course or program eligibility, required employment status for financial reimbursement from the plan, and costs and/or fees covered by the plan were asked of the employees. Additionally, the survey recorded responses as to whether workers planned on using the Tuition Refund Plan within the next year, if they felt the advisory program should continue and/or expand and whether they had any suggestions that they thought might improve the advisory program. (A copy of the survey instrument used appears in Appendix A.)

The sample of workers consisted of 46 employees of Mack Trucks, Incorporated located in Hagerstown, Maryland. These respondents had previously expressed an interest in the Tuition Refund Plan as evidenced by their request for more information about the plan and their subsequent meeting with a study organizer for counseling.

The survey instrument that was used consisted of six questions--questions 2, 3, and 4 were short answer questions (one true or false question and two multiple choice questions) designed to measure a certain level of familiarity with eligibility rules and refund policy. An objective of 20% was set as the goal of worker familiarity for three objectives which correspond to questions 2, 3, and 4 respectively. The objectives were fa-

miliarity with: 1) the maximum allowable financial reimbursement under the plan; 2) the acceptability of certain courses for the plan; and 3) the employment status required for acceptance into the plan. The remaining three questions 1, 5, and 6 were open-ended questions regarding employees' opinions of the program and their intentions regarding the plan. Their responses were recorded on blank surveys, then tabulated and analyzed, the results of which are reported in the following pages. An analysis of these results will be dealt with for each question in the order in which they appear in the survey.

Question 1

As illustrated in the diagrams in Table 1, 61% of all respondents answered "Yes" to the questions "Are you going to use the Tuition Refund Plan within the next year?" with some respondents having already enrolled. While 20% of these respondents said "No," they had no intentions of using the plan within the coming year, there were still 20% who were undecided. Keeping these figures in mind and given optimum conditions, the maximum number of respondents who might be expected to enroll in this plan is 37 (out of a total of 46) or 80%. Of course generalizing from these results should be done with caution since the size of the sample is quite small.

Taking a closer look at the degree of expected employee participation in the plan, there is only a slight variation in the way employees responded. In Shifts 1, 2, and 3-50%, 62% and 67% (respectively) responded affirmatively. This is opposed to 20%, 24% and 13% who said they did not intend to use the plan within the next year. The following list of statements are the employees comments and are paraphrased slightly.

Essentially though, employees want to use the Tuition Refund Plan because

- I want to improve myself.
- I want to further my education and standard of working.
- I want to get a better job at Mack and it's something I've always wanted to do.
- I want to save money.
- I am trying to get a better foothold--trying to get into the skilled trades.

And, a very popular response put in several different ways was

- I am trying to learn to read and write better.
- I would like to further my education.
- I would like to upgrade my education.

Employees are not currently using the plan and these are their reasons.

- medical problems
- age
- particular course was not job related
- course scheduling conflicts with work
- did not know enough about courses offered

Employees express their interest and doubt. Essentially these employees are undecided about using the plan.

- I cannot go right now because of household and related responsibilities.
- I am not sure if I am willing to commit the time.
- Because of the shift I am on I am hesitant about taking courses.
- I would want to go to further my education.

In answer to the question "What kinds of action have you taken in regard to using the plan?" (a segment of question 1) employees' answers displayed a great deal of variation in response, reflecting their relative involvement in the plan. These responses range, in order from most to least activity, from respondents

1. having already enrolled in the plan,.
2. having looked over catalogs,
3. having looked over courses, to
4. not having taken any action yet.

Out of the 20% who were doubtful as to whether they planned on using the Tuition Refund Plan within the next year, only one respondent cited their lack of knowledge in regard to the requirements of the plan as their reason for not enrolling. In addition, when respondents had veterans benefits to use there were two ways those benefits influenced answers to this question. One response

being "Yes, I plan to enroll but I have to use my veterans benefits first" and the other, "No, I do not plan to enroll because I have to use my veterans benefits first," the implication of the latter being that the respondent eventually did plan on enrolling in the plan once the veterans benefits were used up. Generally, from the responses given, it did appear that employees planned on taking advantage of this opportunity and enrolling in the plan.

Question 2

Half the respondents from Shift 1 and 53% of the respondents from Shift 3 demonstrated their familiarity with the eligibility requirements of the Tuition Refund Plan by selecting the correct answer when asked the question "What will the Tuition Refund Plan pay for?" (See Table 2.) In Shift 2 the percentage of respondents answering question 2 correctly was somewhat lower than the other shifts. At 28% Shift 2 still achieved the goal whereby 20% of a sample of workers would be able to demonstrate their familiarity with the eligibility rules of the Tuition Refund Plan. However, between the large number of respondents (21) and relatively low score of Shift 2, this shift had a fundamental effect on reducing the combined score of shifts 1, 2, and 3. Still approximately half of all respondents answering the question did answer it correctly. While 41% selected the correct answer and 45% chose an incorrect option, the difference is not as great as might immediately be apparent. Since the n, or number of respondents, in this case is rather low (46) a single respondent accounts for as much as two percentage points difference. Consequently, 4 percentage points difference between those answering the question correctly and those answering incorrectly amounts to the difference of two respondents.

Taking a closer look at the results, 30% of the respondents (in all three shifts combined) answering this question incorrectly answered with the alternative "tuition only." (See Table 3.) Respondents' tendency of answering in this way might be explained in several ways. Respondents

1. don't understand what the word "compulsory" means.
2. haven't had anything but tuition charged and have subsequently been reimbursed by the Tuition Refund Plan.
3. haven't yet applied to an institution of higher education and thus do not yet realize that there may very well be compulsory fees which will apply to him or her.

In addition, it is promising that very few respondents (15% of the total) answered that they would be refunded for both their tuition fees and books since a lack of knowledge concerning the rules would be the only reason for this.

Question 3

Question 3, although basically a short answer question, was comprised of five scorable sections. Respondents were asked whether a series of five statements (concerning the acceptability of different courses under the rules of the Tuition Refund Plan) were true or false. (See Appendix A.)

The majority of respondents in Shifts 1 and 3 and in the combined group did answer all the items correctly. The percentages are as follows: Shift 1 - 80%, Shift 2 - 38%, Shift 3 - 80% and all three shifts combined - 60%. The figure of 38% in Shift 2 is noticeably lower than the other two shifts, as illustrated in Table 4, though not necessarily significant. This table is designed to show the number of errors made by respondents in each shift including respondents in all shifts combined. Clearly, most respondents made no errors thus exceeding the objective of 20% worker familiarity with course eligibility rules.

Most respondents who experienced some difficulty with this question found it with the statement that reads "The company will pay for courses that will improve you as a union leader" which is not as clear cut as some of the other options and therefore might be viewed as the most difficult item.

The number of respondents receiving a score of one item wrong in order of shift was 20%, 47%, 6% and a total group score of 28%. These scores, combined with the perfect scores respondents had, add up to the following percentages of respondents who had scores of either no errors or one error: 100%, 85%, 86%, and 88% (for shifts 1, 2, 3, and all shifts combined, respectively.) None of the respondents from any of the shifts received a score of three or more incorrect items. Therefore, three appears as the last designation for the number of incorrect items on Table 4.

Question 4

Question 4 of the survey tested respondents' familiarity with the employment status necessary for tuition refund benefits eligibility. (See survey instrument in Appendix A.) Out of all the short answer items on the questionnaire the overall response to this question was the best. In all three shifts, and consequently the total group, a substantial majority of respondents answered question 4 with the correct option. (See Table 5.) That option being "you are eligible for tuition refund benefits after completing 90 days of continuous company service before the course begins." The percentages of respondents answering correctly in order of shift (with the last percentage being representative of all three shifts) were 80%, 76%, 66% and 73%.

Again, as was the case concerning question 2, only looking at the percentage of respondents answering the question incorrectly does not give quite as much information as does looking at the type and frequency with which another answer was given. Out of the 21% who answered incorrectly, 20% answered with a choice most closely resembling the correct one. (See Table 6.) That choice, "if you are a full time permanent or temporary employee," is much closer to being correct than the choice "immediately after you start work" which only 2% selected as the correct choice.

The desired objective of 20% familiarity with the Tuition Refund Plan employment eligibility requirements was therefore achieved by all three shifts at the plant.

Question 5

In answer to the question "Should the union local continue and/or expand this advisory program to give workers information about the Tuition Refund Plan and local educational opportunities?" 98% of the respondents answered "Yes." That is 45 out of a total sample of 46. The one respondent (2%) who did not answer yes had replied "Maybe."

As to the reasons given which explain why the program should continue they fall under the following four headings which are: (1)fulfillment of an awareness function; (2)fulfillment of an information function; (3)fulfillment of a motivating function; and (4)fulfilment of a youth assistance function. A separate heading will follow the four already mentioned under which the statements that express a need for the expansion of the advisory program will be cited. From the innumerable reasons cited for the continuation of the advisory program and certainly in light of the reasons given for its expansion, it should be clearly observable that respondents perceive the program as performing a significant function.

Awareness Function

Respondents cite these reasons for the continuation of the advisory program that fall under the heading of an awareness function.

- Interest is keyed up by letters, etc.
- A lot of people are not aware of the Tuition Refund Plan and they do a pretty good job of making them aware.
- They're doing a fine job of making the people who want to participate aware and should continue to do so for the future employees.
- It lets more people know about it.

- They should continue it. That's how I found out about it.
- It clears up misconceptions and the posters helped to publicize it.

Information Function

These reasons were cited by respondents for the continuation of the advisory program and fall under the heading of an information function.

- It's a good way to get information.
- Continue it for people like me who don't know what is covered.
- A lot of people are like me and would not take the effort to go down to the school and look things over.
- People aren't informed of what is covered and what they could take and have paid f or.

Motivation Function

The following reasons were given for the continuation of the advisory program and the motivating role it plays.

- It brings incentive for getting an education.
- Many people don't know about the program and some of them need the push.
- It helped to get me thinking.

Helping Youth

Repeatedly cited as a reason for continuing the program was the important function it serves for young people.

- From the standpoint of more participation I feel it's important, especially for the young ones coming in.
- It benefits young people coming in.
- For younger people I think it's a very good idea.
- It's especially important for young people who can't always see too far into the future.

Need for Expansion

As stated earlier, respondents did express a need for the expansion of the program. These are their reasons.

- There are not enough people to ask-it's spread too thin.
- Expand it so more people can know what it is.
- Expand it-I went there to ask about certain courses and they didn't have the information as to whether the company would reimburse them.
- It's beneficial, but should be broadened beyond the plant.
- Expand it to get more people in it.
- Expand it-people don't know it's there, or what's involved or how taking courses can help to get them a better job or increase the understanding of the job they already have.

Questions 6

Question 6 dealt with the suggestions employees had to offer for improving the advisory program. The number of suggestions for improving the program were not as abundant as the answers elicited for some of the other questions. Typical answers such as "No, I can't think of any right off the top of my head," or "No I don't have any suggestions, they are doing a pretty good job already" are very good examples of the type of answers most frequently given by respondents. Employees did, however, recommend (1) more meetings, (2)a liaison officer between the school and the office, and (3) a more aggressive program. These are all recommendations that fall under the heading of the need for expansion of the program. The other category that the few remaining suggestions fall into is a procedural one. For instance, one suggestion touched on the problem involving the use of outdated forms. Another recommendation was to inform people about the plan as soon as they are hired or once they become permanent. The other improvements that were mentioned by employees can be found in Table 8. Generally, the recommendations offered seemed to call for the expansion of the program which has already been dealt with at length in the previous discussion concerning question 5.

SUMMARY

Table 7 shows how the three shifts ranked in relation to one another when responding to the three short answer questions (questions 2, 3, and 4). While there is no set pattern, it can be observed that Shift 1 had the highest percentage in two cases out of three, Shift 2 scored the lowest in two out of three cases, and Shift 3 had a different rank order each of the three times.

The following list summarizes the results from all three shifts combined:

- 61% of all respondents are going to be using the Tuition Refund Plan within the next year;
- 41% of all respondents knew what the Tuition Refund Plan would pay for;
- 60% of all respondents were able to identify courses covered by the plan as opposed to courses not covered;
- 73% of all respondents were familiar with the employment eligibility requirement;
- 98% of all respondents would like to see the advisory program continue in its present state or expanded.

In addition, respondents had very few suggestions to offer in the way of improving the program and generally expressed satisfaction with it. Consistent with these results would be the possible expansion of the advisory program.

Appendix A

SURVEY

Follow-up Survey

1. Are you going to use the Tuition Refund Plan within the next year?

   If yes, why will you be using it? What kinds of action have you taken?

   _____

   If no, why not?

   _____

2. What will the Tuition Refund Plan pay for? (Please indicate the correct answer.)

   ____tuition and compulsory fees

   ____tuition only

   ____tuition fees and books

3. Which of the following is true about the Tuition Refund Plan eligibility? The company will pay for: (State whether it's true or false.)

   ____job related courses.

   ____courses that are part of a curriculum leading to a degree in a field that is job related.

   ____courses to increase your leisure time activities.

   ____courses that will improve you as a union leader.

   ____courses of instruction directed toward qualifying you as an apprentice in the skilled trades.

4. Which of the following is true about the Tuition Refund Plan? (Please indicate the correct answer.)

   ____You are eligible for tuition refund benefits immediately after you start work.

   ____You are eligible for tuition refund benefits if you are a full time permanent or temporary employee.

   ____You are eligible for tuition refund benefits after completing at least 90 days of continuous company services before the course begins.

5. Should the union local continue and/or expand this advisory program to give workers information about the Tuition Refund Plan and local educational opportunities?

   If yes, why?_____

   If no, why not?_____

6. Do you have any suggestions to improve this advisory program?

   _____

   _____

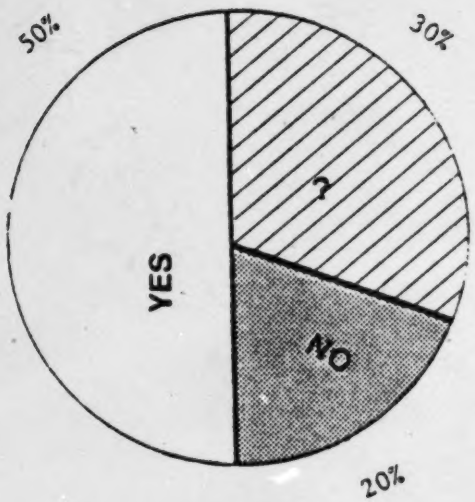
Appendix B

TABLES

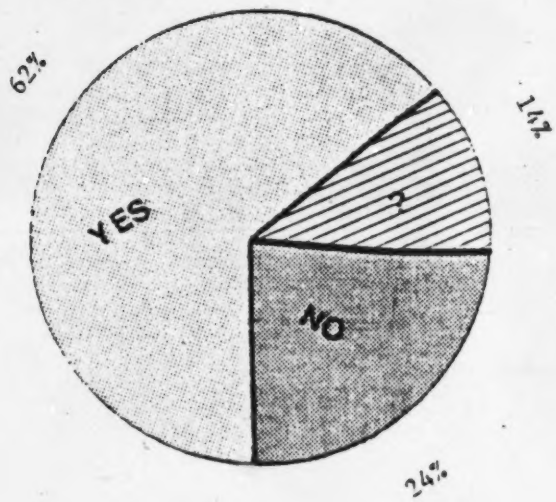
Table 1

Are You Going to Use The Tuition Refund Plan Within The Next Year?

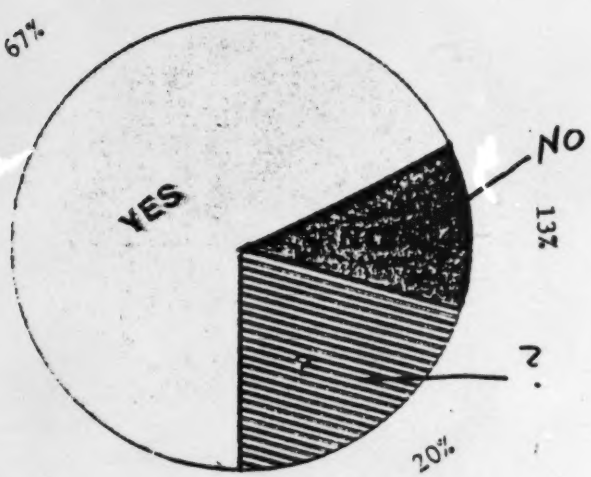
Shift 1



Shift 2



Shift 3



All Three Shifts Combined

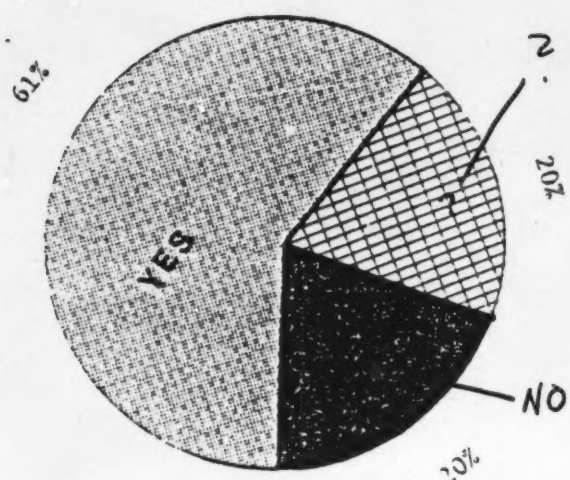


Table 2

Did Respondents Know What The Tuition Refund Plan Will Pay For?

SHIFT	Answered Question Correctly		Answered Question Incorrectly		Did Not Answer Question		TOTAL
	Number of Respondents	Percentage of Respondents	Number of Respondents	Percentage of Respondents	Number of Respondents	Percentage of Respondents	
1 n=10	5	50	5	50	0	0	100%
2 n=21	6	28	11	52	4	19	99%
3 n=15	8	53	5	33	2	13	99%
1,2,3 n=46	19	41	21	45	6	13	99%

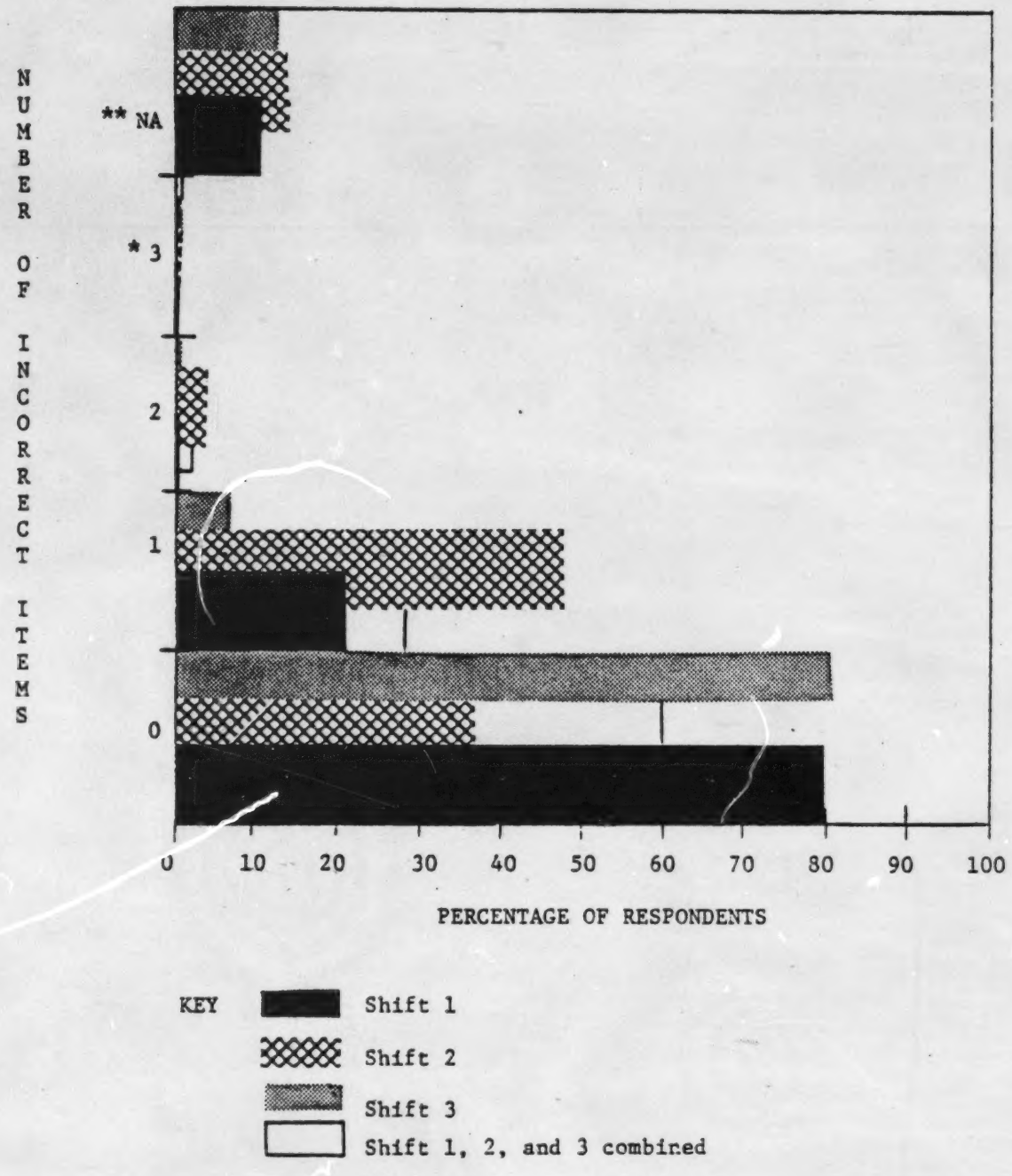
Table 3

What Respondents Thought The Tuition Refund Plan Would Pay For

SHIFT	tuition and compulsory fees		tuition only		tuition fees and books	
	Number of Respondents	Percentage of Respondents	Number of Respondents	Percentage of Respondents	Number of Respondents	Percentage of Respondents
1 n=10	5	50	3	30	2	20
2 n=21	6	28	7	33	4	19
3 n=15	8	53	4	27	1	7
1,2,3 n=46	19	41	14	30	7	15

Table 4

Percentage of Respondents Selecting
Incorrect Items According to Shift



*On this chart 3 is the last designation (5 being the lowest possible score) since no respondent had 3 or more items incorrect.

**By including the percentage of respondents who gave No Answer the total percentage may equal more than 100.

Table 5

Did Respondents Know The Necessary Employment Status For Tuition Refund Benefits Eligibility?

SHIFT	Answered Question Correctly		Answered Question Incorrectly		Did Not Answer Question		TOTAL
	Number of Respondents	Percentage of Respondents	Number of Respondents	Percentage of Respondents	Number of Respondents	Percentage of Respondents	
1 n=10	8	80	2	20	0	0	100%
2 n=21	16	76	5	23	0	0	99%
3 n=15	10	66	3	20	2	13	99%
1,2,3 n=46	34	73	10	21	2	4	98%

Table 6

What Respondents Thought Was The Necessary Employment Status For Tuition Refund Benefits Eligibility?

SHIFT	immediately after you start work		if you are a full time permanent or temporary employee		after completing 90 days continuous company services before course begins	
	Number of Respondents	Percentage of Respondents	Number of Respondents	Percentage of Respondents	Number of Respondents	Percentage of Respondents
1 n=10	0	0	2	20	8	80
2 n=21	0	0	4	19	16	76
3 n=15	1	7	3	20	10	66
1,2,3 n=46	1	2	9	20	34	73

Table 7

Frequency of Rank Order By Shift of Short Answer Questions

	Rank Order		
Shift	1	2	3
1	2	1	0
2	0	1	2
3	1	1	1

Table 8

Suggestions to Improve The Advisory Program

EMPLOYEES RECOMMEND:

Be more informed.
When a person is first hired they should become informed of the Tuition Refund Plan or after they've decided to become permanent.
There should be a liaison officer between the college and the office where they would give information on curriculum, testing schedules, and course eligibility for the Tuition Refund Plan.
Have more meetings.
More participation by stewards. The stewards should go out and tell the people, and push them.
Forms are outdated. Not necessary to have general foreman's (manager) signature in addition to the immediate supervisor's. It only delays the process. If they want another signature, someone in personnel would be more appropriate.
I work in the powerhouse and communication is not as good as in the plant. I would want to see the committee people and shop stewards knowing more and relaying it.
Inform worker of what he's eligible for. Don't just ask what do you want to do, but tell him what's available to him.
The union stewards should go up to members and give information because they're the closest contact.